Using the Standards-Based Skills Worksheet

The purpose of this Skills Inventory Worksheet is to support data analysis and goal writing for standards-based IEPs Refer to the appropriate SOL Test Blueprint when prioritizing goals and instruction. They are located at http://www.doe.virginia.gov/testing/sol/standards. Worksheets are based on the Virginia SOL Curriculum Frameworks which can be found at http://www.doe.virginia.gov/testing/sol/standards.

For additional information on the process for creating standards-based IEPs, please refer to *Standards-based Individualized Education Program (IEP) A Guide for School Divisions*, located at www.doe.virginia.gov.

DIRECTIONS

Step 1   Print the appropriate PDF file **Skills Worksheet** that will match the projected (or current if mid-year) grade level for the student located at www.doe.virginia.gov.

Step 2   Gather and analyze data to identify how the student has performed in each of the strands included in the curriculum.

Step 3   Based on prior performance, predict what level of instruction *will be* necessary for the student to successfully master upcoming curriculum in each of the strands. Check the areas that specially designed instruction and/or supports may be critical to meeting the standard.

Step 4   After completing the Worksheet, based on data and your knowledge of the student as discussed in the present level of performance (PLOP), determine if a goal(s) is/are needed to address the specific skill(s).

Step 5   Additional space is provided under each strand for comments or notes on data analysis.

Standards-based Skills Worksheet for
Grade/Subject

Student: _____   Date: _____

Completed by (name): _____   Position: _____

School Division: _____

1. Review SOL strand for **Number and Number Sense** **(SOL 5.1, 5.2a-b, & 5.3a-b)**	2. **Review data on student performance** and indicate all data sources analyzed to assess performance in this strand: ☐ Present Level of Performance (PLOP) ☐ Prior SOL data ☐ Standardized test data ☐ Classroom assessments ☐ Teacher observations

3. Check the areas that will require specially designed instruction critical to meeting the standard.

The student will . . .

4. Is/Are standards-based goal(s) needed?
 	
☐ **YES** Address areas of need in PLOP
	☐ **NO Check one or more justifications:**
	    ☐ Accommodations Available (specify):
	    ☐ Area of Strength in PLOP
	    ☐ New Content
	    ☐ Other (Specify):

5. Notes Supporting Data Analysis